





ANNUAL REPORTS

OF THE

SEVERAL TOWN OFFICERS

OF

THE TOWN OF MILLBURY,

FOR THE

YEAR ENDING MARCH 1,

1858.

WORCESTER:

PRINTED BY CHAS. HAMILTON.

PALLADIUM OFFICE.

REPORT OF THE SELECTMEN.

THE Selectmen charge themselves as follows:

To amount due on Tax Bill of 1855,	-	-	\$ 50 34
" " " " 1856,	-	-	161 33
To whole amount of Tax bill of 1857,	-	-	13,901 83
To Cash in the Treasury as by last year's Report,	-	-	801 90
" borrowed of Millbury Bank,	-	-	489 75
Received for Rent of Academy Hall,	-	-	75 00
" of State School Fund,	-	-	137 70
" for old Bridge—plank and timber,	-	-	4 62
" for the Eager land,	-	-	107 96
" of H. Penniman, for loam,	-	-	4 70
" for Lots sold in the Cemetery,	-	-	84 00
			<hr/>
			\$15,819 13

The Selectmen credit themselves as follows:—

OLD BILLS.

We have paid debts outstanding against the Town prior to the date of last year's Report, as stated below:

1857. Feb. 24.	To order, to G. W. Mallalieu, for service as Selectman,	\$ 8 00
Mar. 4.	To order to H. L. Park, for school in North District,	57 00
	" J. E. Bacon, for school in East District,	155 00
7.	" D. Atwood, Acc't Book and Stationery,	2 43
	" N. S. Day, school in centre District,	67 80
12.	" H. J. Howland, for printing Reports,	35 00
	" A. L. Maynard, teaching in High School,	75 00
	" A. S. Flagg, school in Union District,	256 28
14.	" Orrin Howlet, for breaking roads,	6 25
	" S. B. Poland, " " -	5 81
19.	" Leonard Dwinnel, " " -	21 83
	" H. P. Roberts, as principal of High School,	10 02
	" B. B. Lincoln, for breaking roads, -	15 24
	" A. H. Blake, breaking roads and repairs,	44 54
	" A. O. Cummings, " " "	29 89
Apr. 1.	" D. Atwood, for services as school Committee,	15 00
	" S. Farnsworth, for services as Treasurer,	15 00
	" H. L. Park, for breaking roads, -	10 19
	" Jane M. White, for teaching in Pap. Mill District, -	84 00
	" J. Marcy, for services as School Committee,	20 00
4.	" L. Spaulding, " " "	20 50

Apr. 4.	To order to Mary E. Bond, for teaching in Pap. Mill District,	65 00
"	S. B. Poland, for school in Pap. Mill Dist.,	64 88
"	G. J. Taft, for Note and interest,	510 00
"	Sumner Goss, for improving highway,	125 00
9.	H. C. Curtis, for services as School Committee,	15 00
"	L. M. Stockwell, for School in Centre District,	18 18
11.	S. A. Small, for breaking roads,	32 08
15.	B. B. Lincoln, for School in Park Hill Dist.,	15 00
25.	A. C. Wood, for breaking roads and repairs,	40 76
May.	N. Longley, for rent of Eager pasture,	23 00
"	Nancy Barton, for interest on her Note,	18 00
"	George A. Perry, for posting Warrants,	3 00
"	Wm. Ryan, for setting glass and painting guide boards,	4 35
8.	To order to Sullivan Bancroft, for building road from near the house of Tyrus March to house of Mrs. Dresser,	65 00
15.	To order to Andrus March, for repair of roads,	3 05
July 15.	N. Longley, for breaking roads,	27 40
23.	Horace Waters, " "	7 78
"	for widening and repairing roads,	60 40
"	to C. R. Miles, for services in 1855, '56 and '57,	59 00
Aug. 20.	Hannah L. Goodell, for money borrowed,	215 00
Sept. 8.	A. B. Garfield, for breaking roads,	8 25
Oct. 1.	E. Washburn, for advice to Assessors in 1856,	10 00
21.	L. Spaulding, for use of Vestry,	25 00
Nov. 21.	A. Newton, for money borrowed,	330 00
	Total,	\$2,799 91

FIRE DEPARTMENT.

1857. May 1.	To order to pay Engine men and Steward,	\$691 76
Oct. 7.	To order for Repairs,	100 00
Feb. 3.	" "	25 00
	Total,	\$816 76

ROADS AND BRIDGES.

1857.	To order to Andrus March, for repairing roads,	\$150 00
"	H. W. Harris, " "	200 00
"	Esek Pitts, " "	225 00
24.	B. B. Lincoln, for repairs on bridge,	4 50
"	James Brierly & Co., for bridge plank,	17 03
Sept. 3.	Oliver Rice, for repairs on bridge,	50 00
9.	Andrus March, for repairing roads,	100 00
Oct. 9.	B. B. Lincoln, for stone bounds,	10 00
Nov. 5.	Esek Pitts, for repairing roads,	115 00
Dec. 5.	J. E. Waters, for raising and grading road and enlarging culvert,	50 00
1858, Jan. 7.	O. Rice, for repairing bridges,	8 00

To order to Elias Hull, for repairing and railing road and bridge near his house,	22 00
13. " H. W. Harris, for repairing roads,	175 00
27. " J. Emerson, for plank for bridges,	55 15
Feb. 4. " G. W. Mallalieu, for railing road, -	8 00

Total, - - - - - \$1,189 68

THE POOR.

1857, July 24. Order to N. Longley, for the poor,	-	\$150 00
Oct. 9. " " "	-	150 00
21. " " "	-	200 00
Nov. 5. " " "	-	100 00
1858, Feb. 4. " " "	-	50 00

20. " " " - \$650 00

235 99

Total, - - - - - \$885 99

HIGH SCHOOL.

1857, May 7. Order to H. P. Roberts, as principal of High School,	\$50 00
June 20. " " " "	25 00
29. " A. L. Maynard, for teaching in do.	75 00
July 2. " H. Cobbett, for taking care of rooms,	9 00
" A. L. Maynard, teaching in do.	30 00
" H. P. Roberts, as principal of High School, for services and incidentals,	180 28
11. " I. N. Goddard, for wood for high school,	19 01
Oct. 9. " H. P. Roberts, for High School,	108 00
Nov. 7. " Miss A. L. Maynard,	90 00
Dec. 5. " H. P. Roberts,	100 00
10. " John Johnson, for cutting wood,	3 25
1858, Jan. 7. " H. P. Roberts, for salary and sundries,	112 50
Feb. 4. " " " "	75 00
12. " " " "	18 34
17. " A. S. Flagg, for stove for High School,	15 00

Total, - - - - - \$910 38

TOWN SCHOOLS.

The several School Districts have received orders as follows:—

1857, June 26. Order for Grass Hill District,	-	-	\$50 00
27. " Union	"	-	152 50
July 2. " Centre	"	-	34 00
23. " Paper Mill	"	-	96 25
" Union	"	-	29 42
31. " East	"	-	100 00
Oct. 9. " Centre	"	-	32 89
16. " Union	"	-	122 00
17. " Park Hill	"	-	47 35
21. " Grass Hill	"	-	41 08
Nov. 12. " East	"	-	75 00

Nov. 20.	Order for Paper Mill District,	-	-	128 66
1858, Jan. 7.	" Grass Hill	"	-	7 00
22.	" East	"	-	35 00
Feb. 4.	" Centre	"	-	66 00
12.	" Union	"	-	35 22
	" Grass Hill	"	-	117 00
	" Paper Mill	"	-	158 00
17.	" North	"	-	67 75
				\$1,395 12

STATE AND COUNTY TAXES.

State tax as paid by the Treasurer,	-	\$1647 00
County tax	" Collector,	1658 23—\$3305 23

MISCELLANEOUS EXPENSES.

1857, July 2.	Order to Millbury Savings Bank, for interest,	\$14 40
21.	" Solomon Dwinnel, for interest,	24 00
Aug. 5.	" Millbury Savings Bank, cash borrowed,	484 80
	" Millbury Bank, for interest,	30 75
	" Geo. S. Farnum, for services as Assessor,	48 00
20.	" Hosea Crane, for interest,	9 45
	" H. L. Bancroft, for services as Assessor,	28 00
Oct. 16.	" A. B. Garfield,	17 50
Nov. 25.	" J. T. Callahan, damage to his horse by breaking through a bridge,	26 50
1858, Jan. 7.	" D. A. Sherman, for building wood house for High School,	50 00
	" A. S. Flagg, for books for poor children,	10 00
	" B. B. Lincoln, for underpinning wood house for High School,	6 00
Feb. 4.	" I. N. Goddard, for rent of room for Selectmen,	10 00
12.	" I. N. Goddard, for recording births, marriages, and deaths,	27 06
	" I. N. Goddard, abatement of taxes of 1855,	6 80
	" T. R. Harrington, for repairs on Academy,	1 00
	" S. Farnsworth, services as Treasurer, School Committee for balance due John B. Jewett & Co., on account,	15 00
	" Oliver Rice, for repairing bridges, fur- nishing and erecting guide posts, &c.	15 14
15.	" G. J. Taft, for bill of books for School Committee,	12 90
17.	" Wm. Ryan, for discount on taxes,	1130 95
	" Abatement do.	130 06
12.	" S. E. Slocomb, for repairing pump,	7 00
30.	" Joseph Hastings, for services as Sex- ton, and repairing hearse,	19 35
	" Nancy Barton, for interest,	18 00
	" C. R. Miles, for services in liquor cases,	15 00
	" G. W. Mallalieu, for cash paid out,	7 82
		\$2177 48

The Selectmen also credit themselves, viz.:

By amount of taxes for 1855,	-	-	-	3 60
" " 1856,	-	-	-	138 33
Feb. 7.—Cash in hands of Treasurer,	-	-	-	121 86
Amount of uncollected taxes for 1857,	-	-	-	2074 79
				<hr/>
				\$2338 58

RECAPITULATION.

Paid old bills prior to March 2, 1857,	-	\$2799 91
" for Fire Department,	-	816 76
" for Roads and Bridges,	-	1189 68
" for Support of the Poor,	-	885 99
" for High School,	-	910 38
" for Town Schools,	-	1395 12
" Miscellaneous expenses,	-	2177 48
" State and County Taxes,	-	3305 23—\$13,480 55
Add uncollected taxes of 1855,	-	3 60
" " 1856,	-	138 33
" " 1857,	-	2074 79
" cash in the hands of the Treasurer,	-	121 86
		<hr/>
		\$15,819 13
Selectmen's debit as on page 2,	-	15,819 13

LIABILITIES OF THE TOWN,

AS FAR AS ASCERTAINED.

Note to Samuel March,	-	-	-	\$1,826 96
" Solomon Dwinnel,	-	-	-	400 00
" Mrs. Barton,	-	-	-	300 00
" Mrs. Russell,	-	-	-	1000 00
" H. W. Harris,	-	-	-	413 00
Due E. M. Holman, for collecting Taxes,	-	-	-	70 00
Note to Millbury Bank,	-	-	-	500 00
Due to Teachers of High School, and for incidentals,	-	-	-	191 00
Due to the District Schools,	-	-	-	1471 38
Rent of Vestry for Town Meetings,	-	-	-	25 00
Land Damages to Fisk Estate,	-	-	-	50 00
" " to H. G. Davis,	-	-	-	20 00
Order to G. W. Mallalieu, for services as Selectman,	-	-	-	20 00
" B. B. Lincoln,	"	"	-	20 00
" Hosea Crane,	"	"	-	10 00
" S. G. Kimball,	"	"	-	22 00
" Oliver Rice,	"	"	-	30 00
" Bacon & Aldrich, for services in defending the suit of C. R. Miles against the town,	-	-	-	22 00
Order to Tyrus March, for land damages,	-	-	-	5 00
" N. Longley, for support of the Poor,	-	-	-	600 00
" Andrus March, for repairing roads,	-	-	-	35 00
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				\$7031 34

RESOURCES OF THE TOWN.

Taxes uncollected of 1855,	-	-	-	\$ 5 60
" " 1856,	-	-	-	138 33
Cash in hands of the Treasurer,	-	-	-	121 86
High School Building,	-	-	-	2400 00
Cemetery laid out in 1854,	-	-	-	2253 00
Rent of Chapel to April, 1858,	-	-	-	75 00
13 Stone Posts,	-	-	-	16 25
500 feet of bridge plank,	-	-	-	8 00
Taxes uncollected of 1857,	-	-	-	2074 79
Stock in hands of Liquor Agent,	-	-	-	104 00
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				\$7,194 83

EXPENSES OF THE CURRENT YEAR.

Amount of paid orders, as on pp. 2 and 3,	-	-	\$13,480 53
Deduct old Bills and notes,	-	-	\$3,283 91
" Discount on Taxes,	-	-	1,130 95
" Abatement "	-	-	136 86
			4,551 72
			<hr/>
			\$8,928 81
Add for support of schools, not yet paid out,	-	-	700 00
" sundry other expenses not paid, as per account of liabilities, about	-	-	834 00
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Total expenses of the current year,	-	-	\$10,462 81

FINANCIAL CONDITION.

Liabilities as before given,	-	-	-	\$7,031 34
From total resources,	-	-	-	7,194 34
Deduct as unavailable, High School Building and Cemetery, amounting to	-	-	-	4,653 00
Leaving as available resources,	-	-	-	2,541 34
Actual indebtedness,	-	-	-	\$4,490 00

G. W. MALLALIEU,
OLIVER RICE,
B. B. LINCOLN,
S. G. KIMBALL. } Selectmen
of
Millbury.

REPORT
OF THE
ENGINEERS OF THE FIRE DEPARTMENT.

The Engineers are able to report Engines Nos. 3, 4 and 5, together with their apparatus, in good condition, in some respects much improved.

We have received of the Town Treasurer,	\$125 00
" " " for old Hose Carriage, No. 4,	7 00
" " " from old Board of Engineers,	4 18
	\$136 18

We have expended as follows:

For repairs on Hose,	\$14 00
" " " Foundation, House, No. 5,	5 25
" " " Stiffening Beam and Brakes, No. 3,	30 06
" " " Brakes, No. 4,	15 50
" " " new Hose Carriage, No. 4,	35 66
" " " J. S. Mallalieu's bill, 1853,	4 75
" " " Oil for Hose,	12 00
" " " Express on Hose, and Postage,	3 00—120 22
	\$15 96

We have now about 600 ft. of good leading Hose. We think there should be more purchased the coming year, and therefore recommend that the Town appropriate one hundred dollars for that purpose.

The whole number of men belonging to the Department when full, is 135; at \$5 00 each, is \$675 00. Steward's bills, about \$50 00. Total, \$725 00.

The Department has been called out twice during the year to fires.

At C. A. Tourtellotte's Hotel, March 9, fire took in the ell, and by the exertion of the firemen was mostly confined to that part. The main building was saved.

At J. H. Merrey's Waste House, which was consumed, the Barn, connected by a carriage House, was saved.

The Engineers are of opinion that a smaller number of men will answer the purposes of the department. We would therefore suggest that the number of men for the different companies be fixed as follows:

For No. 3, 35 men; for No. 4, 35 men; for No. 5, 30 men. We also suggest the propriety of raising the pay of the Foreman, Clerk, and Foreman of the leading hose, from \$5 to \$8. If the above suggestions should be adopted, it would be a saving to the town of \$123; enough to keep the town well supplied in Hose.

All of which is respectfully submitted.

H. L. BANCROFT, MAYNARD PUTNAM, G. S. FARNUM, SULLIVAN BANCROFT, JOHN S. BLANCHARD,	<i>Engineers of Millbury.</i>
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Millbury, Feb. 20, 1858.

REPORT OF THE LIQUOR AGENT.

By examination of the agent's account from the commencement of his agency in 1853, to May 1, 1857, it is ascertained that he had sold liquors to the amount of	\$2757 78
And that his purchases and salary, during that time, amounted to	2700 16
Leaving the agent in debt to the town, - - -	\$57 62
Since May 1, 1857, he has purchased liquors to the amount of - - - - -	\$361 00
Add salary up to March 1, 1857, - - - - -	83 33
Total amount of expenditure, - - - - -	\$444 33
Deduct amount of sales to Feb. 20, - - - - -	400 48
Balance to the credit of the agent, deduct from debt, as above,	43 85
Leaving the agent in debt to the town, - - -	\$13 77
Value of stock on hand Feb. 20, 1858, - - - - -	\$104 00

B. C. SUMNER, *Agent.*

REPORT OF THE OVERSEERS OF THE POOR.

An account of the expenditures at the Alms House Establishment, from March 1st, 1857, to March 1st, 1858:—

Paid for Store goods and medicines, - - -	\$193 88
" Clothing and shoes, - - - - -	52 30
" Labor on farm, - - - - -	36 15
" Farming tools, - - - - -	9 80
" Calves purchased, - - - - -	6 50
" Swine " - - - - -	3 00
" Blacksmithing, - - - - -	21 91
" Meat, - - - - -	70 80
" Grain, - - - - -	63 54
" Beans, - - - - -	4 00
" Repairs on buildings, - - - - -	8 78
" Repairs of harness, - - - - -	4 65
" Postage and stationery, - - - - -	.65
" Medical bill, - - - - -	6 00
" Sundry small bills, - - - - -	2 75
" Services of W. S. Tainter, - - - - -	300 00 — \$784 71

INCOME.

Received for Stock sold, - - - - -	\$168 00
" Swine, - - - - -	13 50
" Veal calves, - - - - -	15 97
" Poultry and eggs, - - - - -	13 97
" Butter, - - - - -	12 24
" Hide, - - - - -	3 82
" Hay and straw, - - - - -	21 00
" Grindstone, - - - - -	1 00 — 249 50

INVENTORY OF PERSONAL PROPERTY.

Neat stock,	..	..	..	\$500 00
Hay, grain and provision,	..	..	..	527 88
Farming tools,	..	..	..	183 00
Household furniture,	..	..	..	370 75 — \$1581 63

FINANCIAL CONDITION OF THE ESTABLISHMENT.

	DR.			
To inventory of March 1st, 1857,	\$1856 14
	CR.			
By inventory of March 1st, 1858,	1581 63	
By decrease of personal property,	274 51	— 1856 14

SUPPORT OF POOR AWAY FROM FARM.

Paid for Widow Barton,	..	..	..	\$52 00
" Jacob Eager, groceries and provisions,	..	40 07		
" Nursing and medical bill,	..	31 22	—	71 29
" John Sherman, clothing and provisions,	..	14 84		
" Medical bill,	..	5 00	—	19 84
" Lorenzo Pierce, nursing and medical bill,	..	57 49		
" Groceries and provisions,	..	86 94		
" Sickness of child,	..	10 00		
" 4 feet hard wood,	..	3 50	—	157 93
" Mrs. Parmenter,	..	..		3 00
" Jessie Pierce, wood,	..	4 25		
" Groceries and provisions.	..	30 23	—	34 48
" Philo Stacy,	..	..		13 00
" Daniel Humes,	..	..		29 60
" Resolve Sabin,	..	..		10 00
" Incidental charges,	..	..		34 50
				\$425 64

REMOVAL OF STATE PAUPERS.

Paid for Removing 46 paupers to Canada,	..	..	\$172 32
" Removing to New York, Boston and other places,	..		
21 paupers,	..	..	24 38
" Removing to State Alms House, 34 paupers,	..		34 44
" Support of State paupers,	..	..	309 76
" Medical bill	..	..	40 75
" Burial expenses of State paupers,	..	..	18 50
" Outstanding debts of last year,	..	..	18 26
" Services and expenses of N. Longley, Overseer,	..		50 00
" " " P. C. Chase,	"		26 35
" " of H. W. Harris,	"		11 00
			\$1131 40

Expenses of supporting poor at farm, exclusive of interest on farm, and services of Overseers,	..	..	784 71
Deduct income of farm,	..	..	249 50
			\$535 21

Total expenses away from farm, including debts of last year, services and expenses of Overseers, and \$3,00 cash on hand,	\$1134 40
Deduct amount received from Commonwealth, ..	\$21 38
" " " " Eager land, ..	12 00
" " " " Alien Commissioners, 123 76	
" " " " State Alms House, 21 00	
" " " " Other sources, ..	5 00— 183 62

	\$950 78
Sum total drawn from the Treasurer of the Town, for support of poor,	1485 99
Total expenses of supporting poor,	1919 11
Received income from farm,	249 50
" from Commonwealth and other sources, 183 62—	433 12

	\$1485 99

There have been sixty-four persons supported and relieved at the Alms House the past year.

Present number, 17
Average cost per week, \$1 38

NYMPHUS LONGLEY,
PAUL C. CHASE,
H. W. HARRIS, } *Overseers
of
the Poor.*

REPORT OF THE SCHOOL COMMITTEE.

YOUR Committee, in rendering their annual account of the condition, character and progress of our schools, feel an unusual degree of solicitude for them. While we are more than ever convinced of their indispensable necessity, and of their silent and all-pervading influence for good on our community, we were never before so impressed with their defectiveness and inefficiency. An agency of so much power for good or evil, ought to be watched and cared for with anxious solicitude.

We cannot too highly estimate the benefits resulting from our schools. The chief good is seen, not so much in what they seem to accomplish, as it is in their influence for preventing evil. In these schools we have the elements of power, the proper use of which will give us a controling destiny over the moral elements of our community. We see, therefore, how much greater good would result, if more systematic and efficient efforts were made for educating the youthful mind in virtue and morality. Nor is this all; we are educating a whole generation of almost adverse characters, softening and cultivating their manners, assimilating their diversities, and uniting them in a strong and grateful class, who will love the town where they have been freely and well taught—a class who will sustain and improve our schools when we shall have left them to other hands. It is a noble work to bring the young under obligation to our benevolent liberality. When the present inmates of our schools shall hereafter rise to eminence and respectability, enabling them to obtain a sufficient competency in life, they will take an honest pride in ascribing their success to the blessings we furnished them for finding the pathway to prosperity.

In making an annual report, the object is not merely to prove that our schools are in actual existence, and consist of so many members; but it is to awaken, quicken, and sustain a living and growing interest in them.

The relations which the committee sustain to the schools is not only responsible, but it is often delicate and difficult. But, having accepted the office, they must not shrink from doing their duty, though, as the consequence often is, they incur enemies thereby. However unpleasant this may be, it is far more tolerable to endure the curses of a few passionate and changeable men and women, than to act contrary to an honest and well-formed judgment.

GRASS HILL DISTRICT. No. I.

Whole number of Scholars in Summer,	-	-	59.
“ “ “ Winter,	-	-	61.
Length of School for the year, -	-	-	29 weeks.
Money appropriated for the year, -	-	-	\$ 225.

The Spring and Fall Terms were taught by Miss LUCY MERRIAM. She labored with assiduity and commendable zeal. The scholars made fair progress in their studies. Miss Merriam commenced the Winter school, but left it at the end of one week, fearing she might have some difficulty in attempting to go through with it.

Mr. T. J. ABBOTT succeeded her. Some of his pupils made very good progress; others did not. There was a lack of order, both summer and winter. It would be unnecessary for us, perhaps, to assign the cause of this failure. Very slight causes will often destroy the orderly and successful progress of a school; such as too many objects of public attention foreign to the school; ungrounded or pre-determined prejudice against a teacher, or against the rules and measures adopted in school. The large number of very small scholars, and the uncomforatableness of the seats, no doubt had considerable influence in the result.

CENTER DISTRICT. No. II.

Whole number of Scholars in Summer,	-	-	17.
“ “ “ Winter,	-	-	21.
Length of School for the year, -	-	-	27 weeks.
Money appropriated for the present year, -	-	-	\$ 150.

The Spring Term was taught by Miss MARY A. PIKE, a teacher of much experience,—self-made,—and one who never made a failure. Her government was characterized by gentleness, sincerity, simplicity, earnestness, and by a perfect assurance of success.

The Fall and Winter Terms were taught by Miss EMILY J. PUTNAM. She was a worthy successor of Miss Pike, whom, in school management, she resembles in some respects. This school was successful through the year.

PAPER MILL DISTRICT. No. III.

Whole number of Scholars in Summer,	-	-	150.
“ “ “ Winter,	-	-	181.
Length of School during the year,	-	-	31 weeks.
Money appropriated for present year,	-	-	\$ 424 47.

The Higher Department has been under the care of Miss JANE M. WHITE, through the year. She labored with diligence and perseverance, and used energetic measures to induce her pupils to labor for themselves. At the close of the school her pupils gave unmistakable marks of improvement, and evinced a spirit of promptness and animation rarely witnessed.

The first term of the Primary Department was taught by Miss ADELINE SARGEANT. Young and inexperienced, she did as well as could be expected in so large a school. The second and third terms were taught by Miss JESSIE D. GRASSIE, a lady nobly devoted to her calling, and well qualified for her task, both in intellect and experience. Her school made rapid progress in learning, in self-respect, and in virtuous principles.

At the opening of the winter term, it was found that two schools could not accommodate all the pupils assembled. Accordingly a third school was organized, consisting of the smaller children, and put under the charge of Miss SARAH A. STEARNS, who, by a spirit of kindness, gentleness and forbearance, did much to promote their improvement and make them comfortable and happy. This school numbered 57 children.

UNION DISTRICT. No. IV.

Whole number of Scholars in Summer, - - -	186.
“ “ “ Winter, - - -	202.
Length of Schools during the year, - - -	32 weeks.
Money appropriated for present year, - - -	\$ 591.

Miss MARY L. WHITE taught the Grammar School two terms. She was strict in her government, firm in her purposes, and she succeeded in carrying them out. The examination of the school, at its close, passed off well.

The Winter Term has been under the instruction of Mr. T. R. HARRINGTON. He has paid considerable attention to the rules of Reading, and has greatly interested his pupils by the readiness and variety of his instructions.

Miss MELVINA S. WILLIAMS taught the Intermediate Department in the Spring Term, and Miss LIZZIE HAYES in the Fall and Winter Terms. This school has presented no very remarkable features during the year. Miss Hayes has taught her children well in personal neatness, self-respect and kindness to each other. She has also been successful in teaching drawing, in which her pupils have taken much pleasure.

Miss FANNIE WARNER taught the Primary Department through the year. This school has been doing better and better, ever since it came under the instruction of the present teacher.

PARK HILL DISTRICT. No. V.

No. Scholars in Summer, - - 23.	Length of School, - - 31 weeks.
No. Scholars in Winter, - - 25.	Money appropriated, - \$127 23.

This school has been taught through the year by Miss ELLEN M. PITTS. Miss Pitts is well adapted to keep a school like this. Here she has been very successful. Her pupils appear well, and have made very good improvement.

EAST DISTRICT. No. VI.

No. Scholars in Summer, - - 128. Length of School, - 32 weeks.
 No. Scholars in Winter, - - 116. Money appropriated, - - \$330.

The Spring and Fall Terms were taught by Miss SARAH J. BROWN. The school did very well under Miss Brown's instruction. The pupils were cheerful and happy, recited with promptness and animation, and manifested a spirit of decorum and self-respect. The Winter Term has been taught by Mr. GEORGE T. MURDOCK, who has labored hard, and has preserved good order. He has been successful and deserves credit.

Miss L. ELLEN BRUCE has had charge of the Primary Department through the year. She has worked well, and the children have been well instructed.

HAYWARD DISTRICT. No. VII.

This school has had but one term of 15 weeks. Money appropriated for it \$90. Whole No. Scholars, 6. Miss LUCY BARKER has had charge of the school. It has done as well as could be expected with so few scholars.

Our Assessors reported that there were in town, on the first of last May, 703 children between the ages of 5 and 15 years. All these have not been in school, though the present stagnation in business has brought many new pupils into our schools; but in respect to others it may be said, that of uncultivated intellect "there yet remains much land to be possessed."

We always rejoice in the success of our primary schools. We are convinced too little importance is attached to them by the community. We need skillful and experienced minds, to pilot the young out into the sea of life. In other matters than the education of our children, we would not confide tender and delicate business to any but tried agencies. The farmer will seek an experienced hand to break a colt, or a pair of steers; a less skillful hand can drive them afterwards. "Few situations in life require so much discretion, so much energy, so much tenderness, so much self-control and love, as that of a teacher of small children. To guide and govern them well, calls for wisdom to discern, versatility to modify, firmness to persevere, judgment to decide, such as no uneducated mind can supply, in the incessant care, the watchful diligence, and the unwearied patience necessary in managing young children."

Our common schools are first in importance. But some parents are too anxious to urge their children out of them, and crowd them into the high school, as though the purposes of an education could not be attained without admittance there. Others undervalue the advantages of a high school, by suffering and encouraging their children to keep along in the common schools, making scarcely no advancement from term to term. They seem to have a vague notion that it makes but little difference where a child spends his time, if

he has the credit of belonging to a school. When the idea of entering and belonging to the high school is kept too prominent, there is danger of undervaluing the common schools. Perhaps the majority of the children in our common schools, will never enter the high school. Hence the importance of teaching them thoroughly, and fitting them well, in our common schools, for the practical duties of life. Those who enter the high school ought to have higher attainments in view. In a town as large as this, we ought to have some pupils who are seeking a liberal education, with a view to some profession, or to the higher kinds of practical business. Every citizen ought to desire the increase of such a class, and rejoice in their success.

HIGH SCHOOL.

No change has been made in the instructors of this School. They have labored through the year with their usual industry and devotion. Besides giving thorough instruction in the common branches of Reading, Writing, Geography, Arithmetic, Grammar and Spelling, Composition and Declamation, exercises have been attended to, as usual. The following branches have been attended to by the number of scholars annexed, viz:—

Book-keeping,	-	-	11	French,	-	-	-	10
Algebra,	-	-	30	Latin,	-	-	-	27
Geometry.	-	-	4	Chemistry,	-	-	-	12
Surveying,	-	-	6	Physiology,	-	-	-	25
History,	-	-	20	Astronomy,	-	-	-	12
Rhetoric,	-	-	5	Natural History,	-	-	-	16

Whole number of scholars during the year, 103. In the Spring Term, 65; in the Fall Term, 73; in the Winter Term, 83. Average attendance for the year, 64. Average age, 15 1-2. Oldest pupil, 27; youngest, 10.

This School presents a broad and promising field, in which the Town may mature the fruits of education. Our study should be, not to curtail its influence, but to render it more efficient. To be sure, the School is sustained at considerable cost; but in the 23 towns in this State, supporting a High School, with a population less than Millbury has, the average salary of the principal is \$736.

There is an apparent want of stability and maturity to the School. This condition of the School appears to be owing to two causes. 1. Several of the scholars who entered this School at the time it was formed, continued in it till they had become considerably advanced in years and study. This class have left the School, and their places have not yet been supplied with others of equal years and mental discipline. 2. The other cause is owing to the indefinite purposes of those who are now members of the School. Very few have any definite or continued plan of study for the future. We do not know as there is a single pupil aiming or desiring to fit for college. There are a few who are good scholars designing to remain in the School

two or three years. When they have been here that length of time, they will give a stronger and more permanent character to the School. In admitting new pupils, it will be necessary to insist on their coming fully up to the standard. When admitted, the pupils should complete their education here, and not be sent away to other schools, thereby conveying the false impression that a good education cannot be obtained here.

Though a review of our schools offers but little that is striking, or worthy of especial mention, yet a careful observer of their results cannot fail to see defects in them, and lament that they accomplish so little compared with what is desirable. His experience will enable him to make many suggestions for remedying these defects. It is evident, that the prosperity of our schools depends on the united and co-operating agencies by which they are supported. And yet, observation will teach us how difficult it is to enlist and combine these agencies. That the present system for educating our youth, is the best that can be adopted, under present circumstances, we think will not be doubted. Do we use the means for carrying this system into effect, to the best advantage, and in the most economical and successful way? The Town has a right to ask the question. The answer is, we do not. The reason is, there are various obstacles and hindrances which we are unable to remove. If the system is good, and the results are not such as it ought to produce, the means used must be inefficient, or ill-adapted to the end designed.

It is of the first importance, that there should be a harmonious understanding and mutual co-operation between teachers and parents. With such a state of feeling, far greater results of good might justly be expected. The evils which grow out of the absence of such feeling, are numerous and destructive of the teacher's success. They arise, in a great measure, from an ignorance of and a want of confidence in each other. Each party forms his opinion of the other through false mediums, or on insufficient testimony. Every parent forms some kind of opinion, either true or false, respecting the school his child attends. The parent finds his opinion on the testimony of self-interested children, or on the views entertained by his neighbor, whose information is derived from a source equally unreliable. This testimony cannot be trusted, except where the selfish interest of the pupil is in unison with the general good or interest of the school. On the other hand, the teacher knows nothing of the wishes of the parent, of his complaints, and false views of the character and government of the school, except what he surmises from the conduct and reports of his child. The results often are a mutual distrust and crimination.

If each party did his duty, such a state of feeling could never exist. On the contrary, there would be a spirit of charity and mutual forbearance. The parent would become acquainted with the teacher without delay. He would make himself familiar with the rules and government adopted by the teacher; with the modes of

teaching, and length of the lessons, and the particular studies the child is to pursue. But, it should always be borne in mind, that the plan of study and management of the school-room duties, must be *one*; and the teacher must form the plan and have its management, while the parent learns what the plan is, that he may acquiesce in, and sustain it.

Instead of pursuing this course, parents often become an annoyance to a school, by retailing their complaints, worthy or unworthy, through the neighborhood, to the scandal of good-breeding and the destruction of the public peace.

But in the majority of cases, parents stand entirely aloof from the school, except the act of sending their children there. They act as though the law compelled them to support the schools and send their children to them, while it deprives them of all controlling power, and leaves them no choice but to yield a willing, or unwilling consent to the existing order of law. Withholding their approbation, they reserve the right to criticise and condemn what they are actually responsible for. They think the government ought to co-operate with them, forgetting that they first delegated the power to government to form a plan for schools, so that there may be unity of purpose, and that, therefore, they are bound to co-operate with that purpose.

On the other hand, the teacher ought to be equally familiar with the wants and expectations of the parents. He must have their confidence, if he would have the love and confidence of their children. A knowledge of what the parent desires, will stimulate the teacher to labor with more hope and assurance of meeting parental approbation. The parent's desire can be used, also, as a powerful motive with the pupil. To accomplish the teacher's duty, he must visit the parents at their own home. We think we have the right to demand, that the teacher shall strive to conciliate the parent's favor, and secure his co-operation. He can do it better than any body else. The plea of want of time must not be admitted as an excuse from this duty. Neither should he be deterred by the fear, that the parent will be offended and discredit his word, if, in the spirit of love and good-will, he points out the child's faults and asks parental aid in correcting them.

All successful educators have lived among the people, in order to understand their wants, their miseries, their natural dispositions, their prejudices, their suspicions, their distrustfulness, as well as to enjoy the animating and consoling influences of their approbation. If the teacher would sow the seeds of every good feeling and principle in the hearts of the young, he must bear the fruits of these seeds in gaining access to the hearts of the people. Confidence and love are the true foundation of educational success, but they can only be secured by the continued practice of self-denying labors for the good of others.

The duties of the teacher will show us what qualities are essential in him. He must be qualified in knowledge, he must be devoted to

his calling, must have an aptitude and taste for teaching, must be zealous, patient, forbearing, must have a serene, calm and even spirit, liberal benevolence, and an active sense of accountability. These are the true elements of success in a teacher. The selection of a teacher, is, therefore, a delicate, a difficult and a responsible obligation. If great caution is exercised in selecting a teacher, there may be a failure to secure the right one, because the number of truly good teachers is small. But the method of waiting for teachers to come along and offer their services, and selecting from this number, is leaving this sacred duty to the success of chance. This is the course farmers pursue in hiring laborers who are to work under their direct superintendence.

Another way in which schools fail to accomplish all we desire is, the imperfect economy in the use of time. This arises from two sources; from the teacher, and the Committee.

There is as much difference among teachers, in their ability to impart instruction and despatch the proper business of the school-room, as we witness among different laborers, or men of business in their calling. Too much time is taken in preserving order. Not that other business is to be attended to at the expense of order. Order is the essence of economy. The wheels in the machinery of order must go easily, without the aid of frequent interference, and without taking too much time for repairs. Order in a school-room is secured when all the pupils are pleasantly, quietly and profitably employed. When this result is not reached, it is owing, no doubt, to the imperfection and inefficiency of the motives operating on the minds of the pupils. The teacher will find it difficult to bring his charge under the control of permanent and prevailing motives, but it costs much time to obtain order in any other manner.

Time is also lost by a lack of familiarity with the branches taught. The instructor should know not only what the text book teaches, but should have a great deal of collateral knowledge, so that he can fix and command the attention of every pupil in the class. In this way he will prevent disorder and listlessness, by stimulating inquiry and inducing thoughtfulness. Both in instruction and government, if the teacher will be master of his ship, he must know every rope in it, and every person on shipboard must know and keep his place.

The duty of the committee consists not only in deciding who shall be admitted to teach our children, but also in marking out and limiting the course of study to be pursued, and in adopting measures to enlist the co-operation of parents and the community generally. The first of these duties they already perform as well as they can, perhaps, under existing circumstances.

For a long time it has seemed that a more specific course of study ought to be prescribed. If we had a definite standard of attainment for each term of school, and for each year, we should gain our purpose with more certainty and satisfaction. The process gone through would be more distinctly impressed on the mind, because better de-

fined and comprehended. Motives to action with the young are always stronger in proportion to the definiteness of the object sought, and the nearness and certainty of its attainment. Just as a man traveling for pleasure and improvement will be interested and instructed in proportion to the definiteness of his inquiries and the accuracy of his investigation. In the absence of positiveness in our purposes, we begin much, but accomplish little. We seldom give any branch a polished finish. Deficiency in thoroughness is the result of our studies. Our scholars can say they have gone so far, but they do not pretend to understand and explain the principles found within the specified bounds.

An indefinite idea prevails among the community generally, both as to the amount and kind of knowledge that ought to be acquired in a given time. It would require critical observation and nice judgment, even for the most experienced and best qualified persons, to form a plan of study adapted to our common schools. And yet it ought to be done. One step towards this end has been taken in fixing a standard for admission to the High School. No pupil ought to leave school till he has obtained as much knowledge, both moral and literary, as, by diligent attention and industry, he can attain in from seven to ten school years. A less time than this will give a meagre and very imperfect command of the common branches of an education. The education of the young occupies but a brief period of their life. For this reason, there should be a distinct idea of what and how much can be taught most profitably to them.

Without a fixed plan, we have no guide in gathering up and classifying facts, improvements and suggestions which experience and observation are constantly producing. Without a plan, we must continue to have the same indefiniteness of instruction resulting from diverse and ever-changing instructors. With a plan, under a proper superintendence of the committee, our teachers would be under their direction, in some degree, as the laborer is under the direction of his employer. This would not prevent the teacher from using his own methods to accomplish a definite purpose. When all our teachers should reach the same end in a given time, we should be able to compare the different modes made use of, and profit by the comparison.

Another duty of the committee consists, not only in pointing out measures necessary to promote the welfare of the schools, but also in seeking to organize a sound and effective public sentiment, unanimous and benevolent in its character; a duty hitherto neglected. As a matter of fact, the mass of our people are doing almost nothing towards improving our schools, and rendering them more efficient than they now are. Some take more pleasure in decrying them, by comparing them unfavorably with schools in their day. The natural tendency of our schools is to run down, and they will do so unless sustained and encouraged by the leading members of the community.

But many are apt to think that enough has already been done to secure good schools; that a current has been formed that will swiftly and easily bear along all who cast themselves upon it. It is not so. There are snags and bars, and oftentimes low water to contend with. All hands are demanded for the exigency.

We are in the midst of pecuniary embarrassment. While there may be an absolute necessity for retrenchment in our town expenditures, let us not take away the means of cultivating the intellect and the morals of the young. Let the poor be provided for, let the roads be made passable and safe, and let the young feel and respect the influence of our generosity. If we have a soul for generosity, let us show it in making liberal provision for their education. Let us remember that in proportion as we lower the standard of education among us, in that proportion we sink in public estimation and in our own. The intelligence of a people is best learned from the character of their schools.

Let us not blight the opening minds of the young by our parsimony; let us not send a chill through the ardor of youthful hope and intellectual desire; let us not extinguish the sparks by which we light the intellect of our children. We shall hereafter want, among them, a feeling of moral accountability on which to rely; we shall want more thoughtfulness and real education than the present generation possesses; we shall want more of those public and private qualities which merit and receive public confidence. But the appliances needful to enable them to become what they ought to be, we must not take away; otherwise these qualities will be found wanting in the future. Let us remember what we give to the young we give to posterity. What we deprive them of, either in blessings which belong to them, or in the means of providing for their future usefulness and happiness, we rob from posterity. What character do the town wish the next generation to possess; what principles do they intend to teach; what hopes do they cherish for the future; tell us, and give us the means, both in time and money, and your desires and anticipations shall be realized.

"To what end do we seek to educate the child? Is it not to give him just views of his moral and religious obligations—his true interests for time and eternity; while, at the same time, we prepare him for the successful discharge of his civil duties—duties for which, however humble, there is surely some appropriate instruction. Is it not to cultivate good habits in a ground of self-respect?—habits of regular industry and self-control, of kindness and forbearance, of personal and domestic cleanliness, of decency and order? Is it not to awaken in him the faculties of attention and memory, of reflection and judgment?—not merely to instil knowledge or supply the materials of thought, but to elicit and to exercise the powers of thinking? Is it not to train him in the use of language, the organ of reason, and the symbol of his humanity? And while we thus place the child in a condition to look onward and upward—while we teach him

his relationship to the eternal and the heavenly, and encourage him to live by this faith, do we not also hope to place him on a vantage-ground with respect to his earthly calling?—to give to labor the interest of intelligence and the elevation of duty, and disarm those temptations by which the poor man's leisure is so fearfully beset, and to which mental vacuity offers no resistance?"

LEONARD SPAULDING,
HENRY C. CURTIS,
A. S. FLAGG,
} *School Committee
of
Millbury.*

